

**AN ANALYSIS TEACHING AND LEARNING SPEAKING TROUGH
AUDIO VISUAL DURING COVID-19 PANDEMIC AT THE FIRST
SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 2
PENENGAHANIN THE 2020/2021ACADEMIC YEAR**



**A Thesis Proposal
Submitted in a Partial Fulfillment of
the Requirements for seminar**



**By:
EFA RAHMA MINTIA
NPM: 1311040153**

Study Program: English Education

**Advisor : Dr.M.Muhasin, S.S., M.Hum
Co-Advisor : Istiqomah Nur Rahmawati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
UNIVERSITY OF ISLAMIC STUDIES
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG 2021**

ABSTRACT

AN ANALYSIS TEACHING AND LEARNING SPEAKING THROUGH AUDIO VISUAL DURING COVID-19 PANDEMIC AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP N 2 BAKAUHENI IN ACADEMIC YEAR OF 2019/2020

**By. EFA RAHMA MINTIA
NPM.1411040153**

Teaching and learning speaking by using audio visual media is an effective away. The use of audio visual media makes the task of learning a second language easy and enjoyable for the learner by targeting the maximum skills of the learner. The audio visual media provides a good model (the native speaker) for teaching speaking.

In this research, the researcher used qualitative research. The researcher used purposive sampling. The sample was taken from one class which consisted of 15 students. The population of this research was the seventh grade of SMPN 2 Bakauheni. In collecting the data the researcher used instrument of interview and questionnaire. After getting the data, the researcher analyzed the data by using data display, data reduction, and verification.

Based on the result of observation, it can be concluded that the teacher explained the material based on the procedure although there was a step that applied on video. And then, the teacher used video as learning media for teaching English specially in speaking skill. Besides, the teacher gave an important material and task for studets by using WhatsApp group during covid-19 pandemic. There were some problems faced the teacher in teaching and learning process during covid-19 pandemic. The problems are the students felt shy and afraid to speak English. Then, they used mother tongue when teaching and learning process or when they gave respons in WhatsApp group. besides, they were not be attention and did not do the exercise when the teacher asked them to do exercise. The students faced difficulties in learning English especially in speaking skill. The problems were the students felt shy and afraid to speak English, the students did not have more vocabularies to speak English, they did not have motivation, and they felt difficulty to pronounce the word in English.

Keywords: *Audio-visual media, Covid-19 pandemic, Speaking*

DECLARATION

I hereby declare that the thesis entitled “AN ANALYSIS TEACHING AND LEARNING SPEAKING TROUGH AUDIO VISUAL DURING COVID-19 PANDEMIC AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 2 PENENGAHAN” is completely my own work. I am fully aware that I had quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 28th September, 2020

Declared by,



EFA RAHMA MINTIA
NPM.1311040153



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

**Title : AN ANALYSIS TEACHING AND LEARNING
SPEAKING TROUGH AUDIO VISUAL DURING
COVID-19 PANDEMIC AT THE FIRST SEMESTER
OF THE EIGHTH GRADE OF SMP NEGERI 2
PENENGAHAN IN THE 2020/2021 ACADEMIC
YEAR**

Student's Name : EFA RAHMA MINTIA
Student's Number : 1311040153
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**Was tested in the examination session at Tarbiyah and Teacher Training Faculty,
State Islamic University of RadenIntan Lampung**

Advisor,

Co-Advisor,

Dr. M. Muhasin, S.S., M.Hum

NIP: 107708182008011012

Istiqomah Nur Rahmawati, M.Pd

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd

NIP: 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: AN ANALYSIS TEACHING AND LEARNING SPEAKING TROUGH AUDIO VISUAL DURING COVID-19 PANDEMIC AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 2 PENENGAHAN IN THE 2020/2021 ACADEMIC YEAR, By: EFA RAHMA MINTIA, NPM: 1311040153, Study Program: English Education, was tested and defended in the finalexamination session held on: Monday, October 8th, 2020.

Board of Examiners:

The Chairperson : Dr. Melinda Roza, M.Pd

The Secretary : Dr. Nur Syamsiah, M.Pd

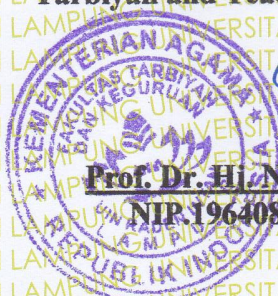
The Primary Examiner : Nunun Indrasari, M.Pd

The First Co-Examiner : Dr. M. Muhasin, S.S., M.Hum

The Second Co-Examiner : Istiqomah Nur Rahmawati, M.Pd

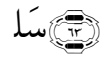
**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP.196408281988002002



MOTTO

لَمَّا قَالُوا أَالْجَاهِلُونَ خَاطِبُهُمْ وَإِذَا هُمْ نَا الْأَرْضِ عَلَى يَمَشُونَ الَّذِينَ الرَّحْمَنِ وَعِبَادُ



ALLAH SWT says: and the Most Merciful servants of God (are) people who walk
the earth humbly and when ignorant people greet them, they speak words
(containing) salvation. (Al-furqon: 63)¹



¹<http://www.indoquran.web.id/quran/viewAyat/2918.html>, accesed on Oktober 28th 2020

DEDICATION

Praise and gratitude to Allah the Almighty for this abundant blessing to me, and from my deep heart, this thesis is dedicated to:

1. My beloved parents the late Mr. Suwarmin and Ms. Erna Watiwho always love me, support me, and pray for my success.
2. My beloved brothers and sisters who always give me big love and big motivations.
3. My beloved friends who always care of me.
4. My beloved almamater of UIN RadenIntan Lampung.



CURRICULUM VITAE

The writer's name is EFA RAHMA MINTIA. She was born in Pringsewu on november221994. She is the firstt child of three children of Mr. Suwarmin and Ms. Erna wati She has one brothers and one sister.

The writer started her study at TK AisyiahBustanul Alfa Ambarawa. She continued her study at SDN Hatta. Then she continued at SMP N1 Bakauheni.Then she continued SMA N1 Penengahan. After graduating from the high school, she continued her study to UIN RadenIntan Lampung as an S1-Degree studentofTarbiyah and Teacher Training Faculty Majoring in English Education Study Program.



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This thesis entitled “An analysis teaching and learning speaking through audio visual during covid-19 pandemic at the first semester of the eighth grade of SMP Negeri 2 Penengahan in the 2020/2021 academic years ”. This thesis is presented to the English Education Study Program of the State Islamic University of Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-Degree.

Then, the writer would like to thank the following people for their ideas, time, and guidance for this thesis:

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Finally, none or nothing is perfect and neither this thesis. Any correction, comments, and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 11th November, 2020
Declared by,



EFA RAHMA MINTIA
NPM. 1311040153

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a means of communication. By using language, people are able to communicate with each other. In addition, Brown states that language is a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meaning. It means that it is used to deliver messages or ideas from the speaker to the listener and the writer to the reader in the interaction among themselves with their environment. The people use language to communicate and send their expressions. When people want to communicate with others, they need language.

English is one of the international languages used by many people in the world in many areas of everyday life. According to Hutchinson, English became an accepted International language of technology and commerce, it created a new generation of learners who knew specifically why they were learning English. English has been used by almost all countries in the world either as a native, second language, or foreign language. Therefore, using English is the easiest way to communicate with people from other countries in many aspects of human life such as technology, economy, social, politics, and education.

In Indonesia, English is taught as a foreign language. Broughton states that English as a foreign language means that it is taught in schools widely, but it does

not play an essential role in national or social life.¹ When students learn English, they focus on mastering four language skills: listening, speaking, reading, and writing. According to Richards, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners.² Speaking is one of the most important skills that should be mastered by the students.

Speaking is one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the person you are communicating.³ For the success of teaching speaking skills in junior high school students, the teacher must select the appropriate teaching materials, teaching methods, and learning assessment. They should be thought skillfully and communicatively in the learning process.

Speaking skill is the ability to use the language in oral form to show what is in mind. Learning speaking English must be focused on many aspects. The components of speaking are concerned with grammar, vocabulary, comprehension, fluency, and pronunciation.⁴ It means that speaking skill is an activity to communicate and express ideas orally. In addition, to be mastery in speaking, we should focus on some aspects of speaking (grammar, vocabulary, comprehension, fluency, and pronunciation).

¹Geoffery Broughton, *et. al*, *Teaching English as a Foreign Language*, Second Edition, (New York: Routledge, 1980), p.6

²Mohammad Muhassin, *Teacher's communicative in Teaching English as A Foreign Language*(Tefl): A Study at Sman 9 Banda Lampung. *Humaniora* 7(4) , 485- 492

³ Lucy Pollard, *Teaching English*, (London: Lucy Pollard Publisher, 2008), p.33

⁴H. Douglas Brown, *Language Assessment Principle and Clasroom Practice*, (San Francisco: Longman,2003), p. 157

Speaking skill is the use of language actively, but differs in the mental activity involved and demands that they make on learners of language in terms of finding and sharing meaning. Speaking with good pronunciation is not easy for Indonesian students, they do not speak in English can be caused by the social condition of students which accustomed to using their local language so that foreign language is difficult to be accepted communicated.

In the preliminary research at SMPN 2 Penengahan, data obtained by interviewing the English teacher, the students still have many problems in learning English especially in speaking, the students faced difficulties in learning speaking. Their scores were low. They were difficulty pronouncing the words well, lack vocabulary, and grammar.⁵

Furthermore, the researcher asks the teacher about the criteria of the score in speaking skills. Based on the Brown criteria, the speaking score of the students is poor if the students get 48-55. Based on data obtained by speaking test from the students of eighth grade, as from 129 students of eighth grade, only 49 students (37,98%) get the score above criteria and 80 students (62,02%) get a score under criteria. Based on the students' score, the students of eighth grade in A-class get an average of 60, B class is 55, C class is 61, and D class is 60. It means that there is a class that gets a low score. The B class is the lowest class than the other class. So, the researcher chose B class to be the subject of research.

⁵Nasrudin, English Teacher SMP Negeri 2 Penengahan, *An Interview*, (25Th May 2018), Unpublished

Table 1.1
Table Criteria Score Based on Brown

Score	Criteria
44-55	Low
55-67	Medium
67-80	High
80-100	Very High

Source: H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy, (New York: Addition Wesley Longman, 2001)

From the interview with some students of the eighth grade of SMP Negeri 2 Penengahan, the teacher explained that most students in the eighth grade had many problems in learning English especially in speaking skill such as; the students are passive during the lesson, the students faced difficulty in pronouncing the words, grammatical, and vocabulary. The teaching and learning speaking process in the class is less interesting and hard to understand. Because the teacher sometimes used audio-visual and teacher's book.

The teacher has a big influence on the class atmosphere. He should support and facilitate the learning process because, in the teaching process, the teacher and students are supposed to actively. Actually, the students cannot practice speaking because they were confused and afraid of making mistakes in the process of learning speaking. Hence, one of the ways that can be done by the teacher to teach speaking is by using media, including English natives. According to Arsyad, media are components of learning sources or physical facilities containing instructional material in students' environment that attract them to learn. One of the media to use in teaching-learning speaking that can be used by the teacher and the students is audio-visual media.

Teaching and learning speaking by using audio-visual media is an effective way. The use of audio-visual media makes the task of learning a second language easy and enjoyable for the learner by targeting the maximum skills of the learner. The audio-visual media provides a good model for teaching speaking.

In addition, Audio-visual is of course a combination of two words: audio referring to that which we can hear and visual referring to that which we can see. It means that Audio-visual media is media that combine both audio and visual part. With the ever-increasing developments in audio-visual mass media technologies, various audio-visual mass media programs are not limited to entertaining the audience anymore.

There are many previous research about English online classroom during pandemic COVID-19. The first previous was done by Nabilah. The research is about the teachers' implementations of distance learning during the COVID-19 pandemic at SMP N 3 Bringin. The objectives of this research are to identify the teacher's implementations of distance learning during the COVID-19 pandemic, to find out the strategies and media used in implementing learning during the COVID-19 pandemic. The method of the research was qualitative research with the descriptive qualitative method, there are interview, coding, classifying, and documentation. This study found that distance learning is learning activities carried out indirectly and requires appropriate media so that learning can take place. The implementation of distance learning has several advantages and disadvantages. However, there are more disadvantages. This is because it's the first time implementation distance learning is carried out during the COVID-19

pandemic. In addition, other factors that cause the weaknesses of distance learning in terms of geography, human resources, and the economy are still weak.

However, learning can still take place even though the results obtained are not optimal. The implementation of distance learning during COVID-19 pandemics must use appropriate strategies and media. The right strategy in a COVID-19 pandemic condition is giving students the task of watching television and implementing reporting activities via mobile phones (WhatsApp). Besides being used to report the results of activities, Whatsapp is also used to receive assignments from the teacher as well as student feedback in carrying out activities. Other media used by teachers and students are Google Form, Zoom, Facebook, and YouTube. The expectation of using strategies and media during COVID-19 can assist in the implementation of distance learning. Other expectations, pandemic COVID-19 Coronavirus Disease will end, so that the learning process through face to face.⁶

The second research was conducted by Mulyani. This research aimed to know the students' perception towards English E-Learning during the Covid-19 pandemic at SMA N 1 Suruh. This research generally answered two questions as follows: (1) What are students' perceptions towards English E-Learning during the Covid-19 pandemic? and (2) How are students' motivation towards English E-Learning during the Covid-19 pandemic? The data was collected through a questionnaire and interviews. There were 64 tenth graders at SMA N 1 Suruh who participated

⁶AuliaNabilah, "*The teacher Implementation of distance learning during covid-19 pandemic*", (A Thesis of S-1 Degree English Education University of IAIN Salatiga, 2020), p.1, Unpublished.

in this research. Since this research explored the students' perception and motivation which comes from the students' experiences during the Covid-19 pandemic, so descriptive research by using qualitative-quantitative techniques was considered as an appropriate approach as a type of research. The result of this research was presented descriptively in order to reveal the students' perception and motivation comprehensively. The research found E-learning gets a positive perception because it is flexible and effective. Meanwhile, its flexibility makes some students motivated but some are being lazy in doing it and choose to procrastinate the assignments.⁷

Considering the previous research above, the researcher is interested to conduct research about “An Analysis Teaching and Learning Speaking Through Audio-Visual during COVID-19 Pandemic at the first semester of the eighth grade of SMP N 2 Penengahan in the academic year of 2020/2021.”

B. Identification of the Problem

Based on the background of the problem above, the writer identifies the problem as follow:

1. The students' speaking skill is low.
2. The students face difficulty in pronouncing the words.
3. The students face difficulty in grammar mastery.
4. The students have lack vocabulary.
5. The students' networking problem during teaching and learning process.

⁷ Sri Mulyani, “*Students' Perception and Motivation toward English E-Learning during Covid-19 Pandemic*”, (A Thesis of S-1 Degree English Education of IAIN Salatiga, 2020), p.1, Unpublished.

C. Limitation of the Problem

Referring to the background and the identification of the problem above, the researcher focuses on the analysis of teaching and learning speaking through Audio-Visual media during COVID-19 Pandemic at the first semester of the eighth grade of SMP N 2 Penengahan in the academic year of 2020/2021.

D. Formulation of the Problem

Based on limitation of the problem above, the researcher formulates the problem as follows:

1. How is the teaching and learning process through Audio-Visual media during COVID-19 Pandemic at the first semester of the eighth grade of SMPN 2 Penengahan South Lampung?
2. What are the students' problems in learning speaking through Audio-Visual media during COVID-19 Pandemic at the first semester of the eighth grade of SMPN 2 Penengahan South Lampung?
3. What are the teacher's problems in teaching speaking through Audio-Visual media during COVID-19 Pandemic at the first semester of the eighth grade of SMPN 2 Penengahan South Lampung?

E. Objective of the Research

The objectives of the research are:

1. To describe the teaching and learning process through Audio-Visual media during the COVID-19 Pandemic at the first semester of the eighth grade at SMPN 2 Penengahan South Lampung.

2. To know students' problems in learning speaking through Audio-Visual media during the COVID-19 Pandemic at the first semester of the eighth grade at SMPN 2 Penengahan South Lampung.
3. To know the teacher's problems in teaching speaking through Audio-Visual media at the first semester of the eighth grade at SMPN 2 Penengahan South Lampung.

F. Significance of the Research

The uses of the research are:

1. Theoritically

This research is hoped that the teacher, students, and school will get some information or theory of teaching and learning process through Audio-Visual media during the COVID-19 Pandemic.

2. Practically

This research is hoped that the teacher, students, and school will practice the theory in the teaching-learning process, especially through Audio-Visual media during the COVID-19 Pandemic. So the goal of learning can be achieved.

G. The Scope of the Research

The researcher determines the scope of the research as follows:

1. Subject of the research

The subject of the research was the teacher and students at the first semester of the eighth grade of SMP Negeri 2 Penengahan South Lampung.

2. Object of the Research

The object of the research was to know the problems of teaching and learning speaking through audio-visual media during the COVID-19 Pandemic in the

first semester of the eighth grade of SMP Negeri 2 Penengahan South Lampung.

3. Place of the Research

The research was conducted at SMP Negeri 2 Penengahan South Lampung.

4. Time of the Research

The research was at the first semester in the academic year in 2020/2021.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Speaking

Speaking has been considered as the most challenging of the four skills. It is supporting by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context.

Speaking is a language skill through which someone can express ideas or information to the others. It is supported by Brown, he states that speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what.¹

According to Thornbury, “speaking activities are often simply ways of hearing pre-selected grammar items of functional expression”.² Furthermore, to speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be good speaker provided manage to deliver what is in his mind well and to make his audience understand him.³ Thus, we need to consider some aspects too when speaking. For example, we need to select appropriate words and arrange them in suitable grammar and say them in correct pronunciation so that other people understand with what we speak about that we want to deliver from our mind.

¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (NewYork: Pearson Education Inc, 2003), p.140

² Scott Thornbury, *How To Teach Speaking*, (England: Longman, 2005), p. 28

³ *Ibid*, p. 6

From the explanation above, it can be concluded that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information in a cultural context in typical functional exchanges or expression in order to meet the purpose required of the interaction in which the speaker can deliver what his mind is well and to make his audience understand him.

B. Teaching Speaking

The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown explained that "the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in".⁴ In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation.

Teaching speaking is one of process in improving speaking skill. Improving speaking skill can be started by teaching them how to pronounce the language. Then ask them to practice it to others English learner without afraid of mistakes. The teacher should be able to encourage students for speaking some sounds until they are required to use and do oral language. According to Harris cited in Arung, either five components are generally recognized in analyses of

⁴ *Ibid*, p.140

the speech process:⁵ 1) Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns. 2) Grammar. 3) Vocabulary. 4) Fluency: the ease and speed of the flow of speech. 5) Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.

C. Function of Speaking

There are three functions of speaking, and they talk as interaction, talk as transaction, and talk as performance.⁶

1. Talk as interaction

This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. For examples, when people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact

⁵ Fernandes Arung, Improving the Students' Speaking Skill through Debate Technique, *Journal of English Education*, Vol. 1, No. 1. Available on https://www.researchgate.net/publication/302900141_Improving_the_Students'_Speaking_Skill_through_Debate_Technique. Accessed on May, 11th 2018

⁶ Jack C Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p. 21

socially with each other. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

3. Talk as performance

This refers to public talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is an activity engaged in for amusement.⁷

Based on the explanation above, it can be stated that there are three functions of speaking; as interaction to serve a primarily social function, as transaction to make one self understood clearly and accurately, and as performance to transmit information before an audience for public talk.

D. Types of Speaking

Brown classifies the type of speaking into two parts, monologue and dialogue.

1. Monologue

Monologue is divided in two parts: planned and unplanned. Monologues means that when one speaker uses spoken language, as in speeches, lectures' readings, news broadcast, and the like, the hearer must process long stretches of speech without interrupting the stream of speech will go on whether or not the hearer comprehends.⁸

Here is an example of monologue.

“My name is Gabriel. I'd like to tell you about my aunt. Her name is Cassava. My grandparents say that the meaning of her language is like a kind of food. It is why I often think why she likes cassava a lot. ”

⁷ *Ibid*, p.24

⁸ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), P.251

2. Dialogue

Dialogue is divided in two parts: interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.⁹ Here is an example of dialogue.

A : Do you need a hand?

B : Yes, I need a knife. Could you pass me the knife, please?

A : Here you are!

B : Thanks.

From the explanation above, the researcher comes to the consideration that dialogue is one of the types of speaking that can be analyzed in this research. The students can communicate in front of the class with her/his partner and it can build up students' confidence in speaking especially in front of many people.

E. Media

1. Definition of Media

A medium (plural, media) is a means of communication and some of information. Derived from the latin word meaning the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs,

⁹ *Ibid*.p.32

and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.¹⁰ Nowadays many examples of media that can be used in our activity, we can use media that appropriate with our need.

Media are tools of mediator in teaching learning process. Media has function as a mediator to bring information from a sender (teachers) to receiver (students). Media can be a combination of text, graphic, animation, sound, and video. This combination is a unity which shows the information, message, or the content of the lesson.¹¹ In teaching learning process, media can be a determiner for the score of students. Teachers who using good media will make the students interest with the lesson and for the result students can get high score.

Based on the definitions above, it can be concluded that media is one of tools to send the message or the information to the receivers. By using media people will more interest with the information and make them easier to accept it. Media is a tool that can be use in teaching learning process. It can be a mediator to bring an information from the teachers to the students. Media also can generate new desires and interests of the students with the material in the class. Good media will bring good motivation for the students, then they will be more enthusiastic to follow the teaching learning process.

¹⁰ Sharon E Smaldino and James D Russell, *Instructional Technology and Media for Learning*, (Ohio: Merrill Prentice Hall, 2003), p. 9.

¹¹ Evitasari, *Op.Cit*, p. 10.

2. Types of Media

There are six basis types of media as follows:

a. Text

The most commonly used medium is text. Text is alphanumeric characters that may be displayed in any format, like book poster, chalkboard, computer screen, and so on.

b. Audio

Another medium commonly used in learning is audio. Audio includes anything we can hear, like a person's voice, music, mechanical sounds, noise, audiobooks, and so on. It may be live or recorded.

c. Visual

Visual are regularly used to promote learning. They include diagrams on a poster, drawings on a chalkboard, photographs, cartoons, and so on.

d. Motion

Other types of media is motion media. These are media that show motion, including videotape, animation, and so on.

e. Manipulative

One set of material often not considered that media are real objects and models. Manipulatives are three dimensional and can be touched and handled by students.

f. People

The sixth and final category of media is people. These may be teachers, students, or subject-matter experts. People are critical to learning. Students learn from teachers, other students, and other adults.¹²

¹² Sharon E Smaldino and James D Russell, *Loc.Cit.*

It can be concluded that many types of media that can be used in teaching learning process. We can use those media depend on our need. Then for the teachers, they can use various types media to help them teaching in the class.

F. Concept of Audio-Visual Media

Audio-Visual is of course a combination of two words: audio referring to that which we can hear and visual referring to that which we can see.¹³ It means that Audio-Visual media is media that combine both of audio and visual part. With the ever-increasing developments in audiovisual mass media technologies, various audiovisual mass media programs are not limited to entertaining the audience anymore. In fact, some of the audiovisual mass media programs can be utilized as pedagogically valuable authentic sources of language input for language learning.¹⁴ Moreover Audio-Visual media also can be used as media in language learning process.

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. If the verbal and visual

¹³Winslow Kelley and Thomas J Serb, *Audio-Visual Aids and Equipment* (Chicago: American Society of Planning Officials, 1962), p. 3.

¹⁴ Taher Bahrani and Tam Shu Sim, Audiovisual News, Cartoons, and Films as Sources of Authentic Language Input and Language Proficiency Enhancement, *The Turkish Online Journal of Educational Technology* Vol. 11 Issue 4, Available <https://eric.ed.gov/?id=EJ989255>. Accessed on December, 22th 2019

things are presented together, learners can get the information quickly.¹⁵ It means that teacher can teach their students by using this media, the students will pay attention more with the media which is in verbally and visually in its format.

The use of audio-visual aids made the class interactive and dynamic. It brought variation in the class which removed the monotony of the lecture-based class. These also helped the teachers to draw the attention of the students. Teacher could clarify the subjects to the students clearly and easily with the help of the audio-visual aids. It made the class alive and participatory.¹⁶ Moreover both teachers and students, they can participate to make interactive class by using Audio-Visual media. Students will be helped to concentrate and focus with the subject that teacher explain in the class.

Before using any of Audio-Video aid to make his or her teaching more effective following points must be kept in mind by teachers¹⁷:

1. Audio Visual aids must match the need and maturity level of student.
2. Student must be able to relate the aid with the subject matter.
3. It must be large enough to be seen by the student sitting in the last bench of classroom.

¹⁵Abdullah Al Mamun , *Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level* (Dhaka: BRAC University, 2014), p. 13. Available on <https://pdfs.semanticscholar.org/493d/c05f4e9d974e9f62196931b0af68fb3dbc0c.pdf>. Accessed on April 2018

¹⁶ *Ibid*

¹⁷ Deepa Awasthi, Utilising Audio Visual Aids to Make Learning Easy and Effective in Primary Education, *International Journal of Scientific Research* Vol. 3 Issue 8, p. 63. Available on <https://pdfs.semanticscholar.org/5c91/9e282c222b3efb7791681786546cfd35dd3f.pdf>. Accessed on August, 8th 2014

4. Aids used must be able to attract the involvement and participation of student in classroom by awaking all the sensory organs of learner to encourage observation and discussion.
5. Aids used must match the real life and natural environment.
6. Aids must be used at appropriate time during teaching.
7. Problem and possible area of discussion must be briefed to the student before introducing aid in class to make them attentive.

It means that teachers should pay attention with some of rules in using Audio-Visual media. Teachers should know and match the need and maturity of student. For the subject, students must be able and understand with the subject matter. The bench of classroom should be considered too then students will be easier to discuss in the class about the subject. Furthermore teachers should appropriate the time during teaching process with these media.

It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Wright in Cakir that many media and many styles of visual presentation are useful to the language learner. One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching.¹⁸ It means that video is one of materials of Audio-Visual Media

¹⁸ Ismail Cakir, The Use of Video As an Audio-Visual Material in Foreign Language Teaching Classroom, *The Turkish Online Journal of Educational Technology* Vol. 5 Issue 4, p. 68. Available on

which can be used in teaching learning process. Video is used as a visual presentation to the language learner.

It can be concluded that Audio-Visual can be use as one of interesting media in teaching learning process. Audio-Visual media as a media which combine both verbally and visually part make the students pay more attention with the subject. It is also help the teachers in making an interactive class. Then for the students they will get more chance to make the class alive by participating in the class. In addition there is Video as one of materials of Audio-Visual Media which can be used in teaching learning process.

G. Teacher's Problem in Teaching Speaking

In teaching process, especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom, According to Greene, and Petty, they are as follows:¹⁹

1. Teachers often face the problems form the duration of teaching and learning process is limited.
2. The material on the text books is different from the lesson plan.
3. The quantity of the students in the class because a better class should have 12 to 20 students because learners need more attention in learning.
4. The teacher only has knowledge from the text books.

https://www.researchgate.net/publication/281357751_The_use_of_video_as_an_audio-visual_material_in_foreign_language_teaching_classroom. Accessed on September 22th 2019

¹⁹ H. A. Greene, & W. T. Petty, *Developing Language Skill in the Elementary Schools*, (Boston: Allyn and Bacon, 1967). p. 27

There is another statement about teacher's problem while teaching speaking, as Febriyanti states, it can be described as follows:

1. Students do not want to talk or say anything, one of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore "losing face" in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Furthermore, is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.
2. Students keep using their own language, one problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them.
3. It is difficult to handle students' large class, if the class is big, for example 30 or 40 students in a class, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.
4. Students are not discipline in classroom, some students do not pay attention to the lesson given; they just talk with each other and make some noises.

Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts.

5. The materials do not fulfill the need of students; language teacher should attempt to associate the language they are teaching with the situation outside the classroom. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students' motivation. f. Students have low motivation, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get no motivated and lose interest in learning.²⁰

Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objectives, and help them to accomplish the success.

H. Students' Problems in Learning Speaking

²⁰ Emma R. Febriyanti, *Teaching Speaking of English as a Foreign Language: Problems and Solution*, (Banjarasin: Online Journal of FKIP Universita Lambung Mangkurat, 2011, <https://docplayer.net/28370000-Teaching-speaking-of-english-as-a-foreign-language-problems-and-solutions.html> . Accessed on 25 August 2019

Students' Problem in Learning Speaking In order to know clearly about the problems in learning speaking that students' may have problems. They are included:²¹

1. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less' exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.

²¹ Penny Ur, *Op, Cit.*,p. 121.

There is another statement about Students' problem while learning speaking, as According to Susilawati, they are as follows: ²²

1. Lack of vocabulary needed to talk, Vocabulary is an individual word or a set of words which have specific meaning. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.
2. The students are not confident to speak English, because the students fear of making mistakes is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. It is tendency on part of some people try to avoid, and even fear communicating orally.
3. Pronunciation, a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself. In the class the students shy because that is not their habit.

Based on the explanation above, it can be concluded that there are seven problems in learning speaking such as inhibition, nothing to say, low participation and mother tongue use, lack of vocabulary needed to talk, grammar, pronunciation. Those seven reasons are most of difficulties that students often encounter in learning speaking skill. It's occurred because the

²² Melia Arya Susilawati, Students Speaking Problem in English Presentation, (Pontianak: Online Journal of FKIP Tanjung Pura University, 2017), p. 4 Unpublished
<https://www.google.com/search?client=firefox-b-d&q=Melia+Arya+Susilawati%2CStudents+Speaking+Problem+in+English+Presentation%2C+%28Pontianak%3A+Online+Journal+of+FKIP+TanjungPura+University%29> . Accessed on August 12th 2019

learners are not native speaker or even foreign learner. When they learn English lesson the harder and ability to know have to rich.

I. Concept of Pandemic

Pandemics are for the most part disease outbreaks that become widespread as a result of the spread of human-to-human infection. The term “pandemic” has not been defined by many medical texts, but there are some key features of a pandemic, including wide geographic extension, disease movement, novelty, severity, high attack rates and explosiveness, minimal population immunity, infectiousness and contagiousness, which help us to understand the concept better, if we examine similarities and differences among them.

The pandemic related crises have been associated with enormous negative impacts on health, economy, society and security of national and global communities. As well, they have caused significant political and social disruption.²³

J. Concept of COVID-19

COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites. According to Morens cited in Nabilah, Coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was

²³ Aulia Nabilah, *The Teachers' Implementations of Distance Learning During The COVID-19 Pandemic at SMP N 3 Bringin*. (A Thesis of S-1 Degree English Education University of IAIN Salatiga, 2020), p.21, Unpublished.

originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS).²⁴

K. The Procedures of Teaching Speaking using Video

Richards and Renandya suggest some guidelines to help teacher planning video lessons effectively and exploit the video material to its utmost effect. They are:

1. Guiding the students toward appreciating video as a language learning tool
Teachers need to lead students to an appreciation of video as a valuable tool for language learning. It helps them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.
2. Making the video an integral part of the course Video's true potential in language learning is only achieved when it is used as an integral part of a course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum or that is deal with in the students' textbook.
3. Using short sequences It is difficult to specify an exact sequence length without identifying a particular video sequence. It is better to exploit a short (three to five minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students.
4. Familiarizing oneself with the material Treat the video material as seriously as any other language teaching material. The teacher has to learn the

²⁴ Ibid, p.22

materials before presenting in the class. If time allows, try to doing the activities in order to anticipate difficulties or questions the students may have.

5. Treating the video as both a visual and an audio text When planning the lessons, it is important to consider not only the video script, but also the video itself. Test the degree of visual support in a video sequence by viewing it first when the sound is turned off to see how much people can comprehend based on the pictures alone.

6. Designing lessons that provide opportunities for repeated viewing Once is not enough. Unless students are extraordinary and –native levels of language proficiency, they will need to see and hear a video sequence several times if they are to understand the situation, identify the characters, and observe and recall the language and other facets of the video in any detail.

7. Planning activity for three stage Teachers can promote active viewing and increase students' comprehension and recall by planning video-related lessons for three stages of activities: previewing, viewing, and post-viewing. The stages are elaborated as follows:

- a. Pre-viewing activities These prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.
- b. Viewing activities. These involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important

aspect such as factual information, plot development, or the language used in particular situation.

- c. Post-viewing activities. These require students to react to the video or to practice some particular language point. In this point, the teacher can make discussion, role play, debate, etc. ²⁵



²⁵ Richards, J.C. & Renandya, W.A, *Methodology in Language Teaching: an Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p.56

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